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Trismegistus, though most scholars consider that jejune production the work of some other writer. An excellent critical apparatus placed below the text gives all the really valuable variants of the best MSS and the emendations of numerous scholars, though it has all been kept within modest dimensions, the book containing only 199 pages. With this work and van der Vliet's edition of the *Metamorphoses* and *Apology* we now have as satisfactory a text for Apuleius as can be expected from the very corrupt MSS available. Very wisely has M. Thomas retained in the margin the paging of Oudendorp, whose complete edition of Apuleius in 1823 is the one best known to modern students and usually cited in the lexicons. In defending the MSS reading the editor has sometimes put a rather forced construction on some words; e.g., *conroget* in *De Deo Soc.* vii (Oud. 136). Again in *De Mundo* viii (Oud. 306) one would be tempted to accept Kroll's emendation *manari* of the MSS reading *minari*. That B is accepted in all possible cases as superior to the other MSS is evident on the very first page where in *Florida* 1 (Oud. 104) *enim sic* of B is given as the correct reading against the *sic enim* of all the others. The editor's own emendations are not numerous and generally can be accepted without question. Sometimes, however, the change does not improve matters very much. Thus in *De Platone* ii. 3-21 (Oud. 223) the addition of *plena* does not seem as good as Oudendorp's simpler change of *hactenus* to *haec vero*. In 45 places the text has been marked as hopelessly corrupt and in 25 places lacunas have been indicated. In the introduction to the *Metamorphoses* van der Vliet said that the editor of Apuleius should be both cautious and venturesome. If M. Thomas has erred at all it is on the side of caution.

THOMAS K. SIDEY

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The Syntax of High School Latin. By LEE BYRNE. Chicago: The University of Chicago Press, 1909. 83 cents.

The desire to place the teaching of Latin on a more scientific basis is accountable for the production of this book as well as for Professor Lodge's *Vocabulary of High School Latin*. The authors of these manuals have compiled their statistics from the Latin texts most commonly used in secondary schools. These are Caesar *B.G.* i-iv, Cicero 6 orations, Vergil *Aen.* i-vi. Mr. Byrne with fifty collaborators has arranged a very interesting table of statistics of the grammatical constructions used in these three authors. The purpose of such a work is given in this statement: "Thus 79 $\frac{5}{10}$ per cent of the constructions are employed in 99 $\frac{8}{10}$ per cent of the instances, so that by concentrating on this selection we can accomplish 99 $\frac{8}{10}$ per cent of the result with 79 $\frac{5}{10}$ per cent of the effort; this would make a 25 $\frac{5}{10}$ per cent increase in the efficiency of our work in syntax."

This conclusion will seem to many rather sweeping. For, of course, *every* construction in Caesar, the frequent and the rare, must be understood to insure satisfactory progress. It is, however, quite reasonable to demand that only the common constructions should be used in the sight passages set for examination.

As was to be expected in such a compilation, some of the figures are of little service. It is of no interest to know that the nominative case occurs 6,088 times or that the direct object is to be found 5,900 times. It is, however, of much interest to learn that *noli* occurs only once and that *ne* with the second person subjunctive is not found at all. Material for illustrating the difference between prose and poetic diction can be found in the fact that the future participle occurs 30 times in Vergil, but not once in Caesar or Cicero, and that *ne* with the imperative is found 15 times in the poetry but never occurs in the prose.

The part of the book most open to criticism is the scheme for distribution in the course of study. Is relative frequency a sufficient justification for assigning the difficult clause of attraction to the second year and the simple proviso clause to the third? Why should all conditional sentences be left to the third year? How could a student of Professor Hale teach Latin syntax by explaining the volitive substantive clause two years before he presents the independent volitive? The historical development of syntax can certainly not be traced if one follows the statistical arrangement. Mr. Byrne's book cannot be taken very seriously as a guide for the arrangement of a time table, but it is a perfect mine of information for the advanced student of syntax and a useful work of reference for the intelligent teacher who is anxious to emphasize the important things and pay less attention to non-essentials. There is, however, a danger that in striving for economy of time and effort one may slight the far greater considerations of interest and comprehensiveness. Not by statistics alone can salvation come.

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The Source of "Jerusalem the Golden." Together with Other Pieces Attributed to Bernard of Cluny. In English Translation by HENRY PREBLE. Introduction, Notes, and Annotated Bibliography by SAMUEL MACAULEY JACKSON. Chicago: The University of Chicago Press, 1910. Pp. viii + 208; 2 facsimiles. \$1.38, postpaid.

This work was undertaken by Professor Jackson to correct what he felt to be a common misapprehension as to the nature of Bernard of Cluny's poem *De Contemptu Mundi*, due to the impression conveyed by J. M. Neale's translations of various parts now in use in several familiar